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ABSTRACT

This handbook addresses the activities of community volunteers in providing such services as orientation, counseling, enrichment programming, and English language training to foreign students. It is designed for those who would like to start a community organization of this type or who feel their present program would benefit from review and, perhaps, a revitalization effort. Although the handbook deals primarily with hosting programs, it also gives suggestions for other community programs that involve foreign students. Chapters 1 and 2 discuss how to start a foreign student welcoming program, the resources needed, and how to obtain support and visibility in the community. Chapter 3 lists the areas to be addressed in order to become a functioning organization, including a statement of the organization's mission, structure, name and logo, and constitution and bylaws. Chapter 4 discusses establishing a hosting program, such as the recruitment of hosts and students, setting up social events for hosts and students, and administrative duties. Developing additional programs and the actions necessary for becoming a successful volunteer organization are explained in chapters 5 and 6, respectively. Publicizing methods, evaluation techniques, and resources that are available for help conclude the handbook. Contains 16 appendices of resource material samples. (GLR)

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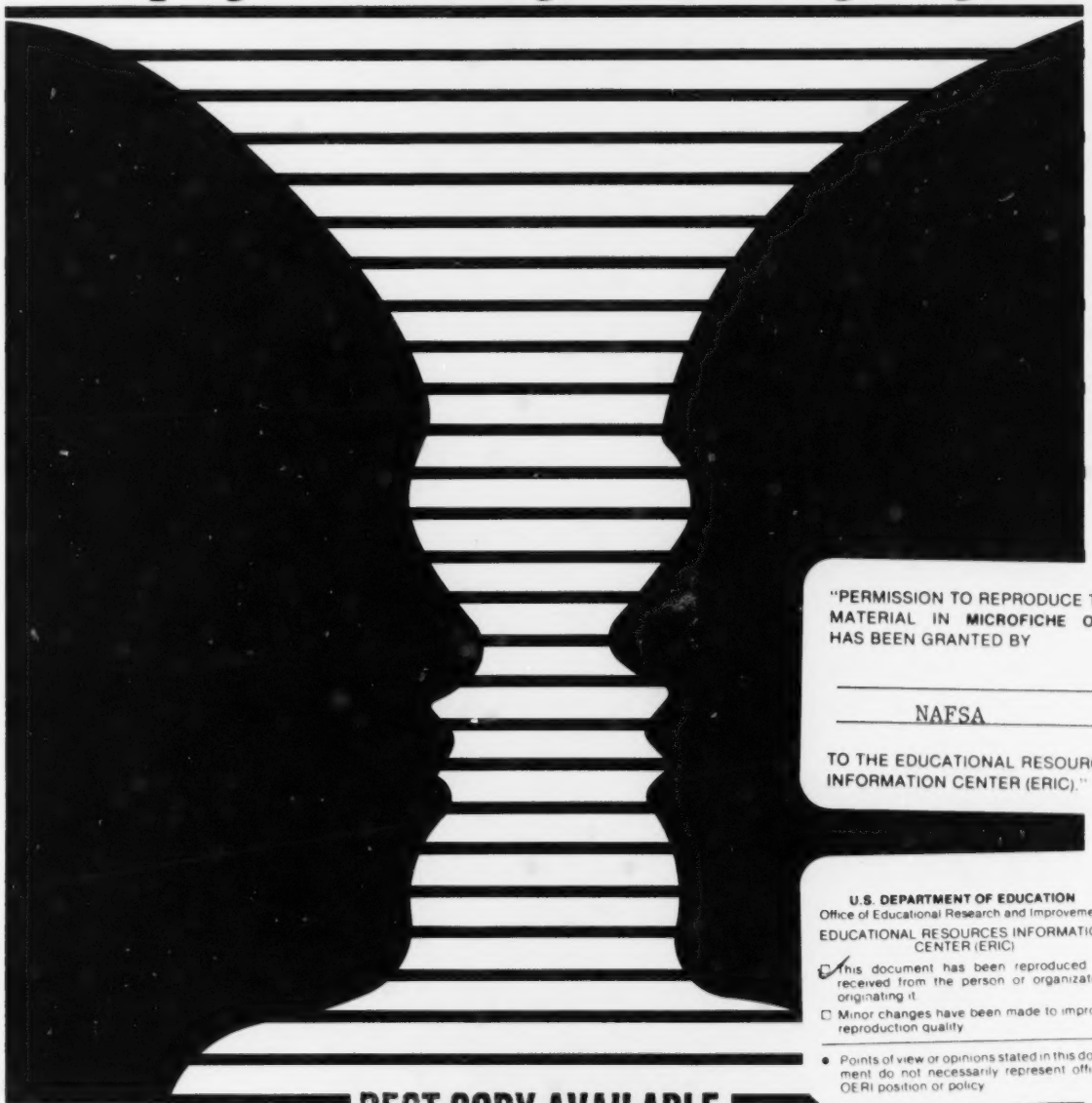
HANDBOOK FOR COMMUNITY ORGANIZATIONS WORKING WITH FOREIGN STUDENTS

Developing, Maintaining, Revitalizing Programs



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National Association for Foreign Student Affairs

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Developing, Maintaining, Revitalizing Programs

National Association for Foreign Student Affairs
1986

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PREFACE

It is now nearly a century since the first organized attempts to bring foreign students to the United States began, through an indemnification program arising out of the Boxer Rebellion. Within a decade of the arrival of several hundred Chinese students, the national YMCA--then a major social force on U.S. campuses--had begun to organize to welcome foreign students through formation in 1910 of the Committee on Friendly Relations Among Foreign Students (CFR) (since 1968--the International Student Service).

The CFR was the forerunner of a broad flowering of community services and related national organizations now existing in the United States, including NAFSA's Community Section (COMSEC). Before there was anything approaching a profession of foreign student advisers and related international exchange administrators--the core of today's National Association for Foreign Student Affairs (NAFSA)--there were community leaders like John Mott, the directors of the great "Rockefeller" International Houses in New York, Chicago, and Berkeley and volunteer leaders in such cities as Boston and Cleveland (as well as many smaller communities) who recognized the opportunity to respond to the biblical imperative to extend hospitality to strangers and also the contemporary need for world understanding and friendship through special services for foreign students.

Community volunteers often led the way in providing such services as orientation, counseling, enrichment programming, and English language training through their churches, world affairs councils, the Institute of International Education's regional offices, and other citizen groups. Many of the services which are today standard responsibilities of college and university international offices began through community initiative. The early community volunteer organization leaders were the wives of university presidents, church leaders, even former members of Congress--the movers and shakers needed to build a new community tradition. They were often consistently ahead of the U.S. higher education institutions, to which students were being attracted, in recognizing and defining the special needs of foreign students and in committing volunteer community resources to the social, educational, and eventually even the long range foreign policy objectives of exchange.

Today's foreign student population--in excess of one third of a million foreign students--makes the United States the world's leading host to foreign students. Nearly half the students now matriculated in colleges and universities outside their countries are in the United States or are Americans studying in other countries.

As we near the 21st century, there is a developing consensus in the U.S. exchange community that international education exchange activity would benefit from a strong new commitment to community service and involvement with foreign students. There is special recognition that the heavy concentrations of students in some cities are too great for available community resources, especially as social circumstances are moving certain groups of volunteers, long the mainstay of community organizations, away from volunteer service into the professional workforce.

The availability of the traditional community volunteer is not the only factor affecting community responses to foreign students. Large segments of the present foreign student population appear different from their predecessor generations who came during the immediate postwar period when Americans had an enthusiasm for rapprochement with former enemy countries and linkage with newly independent nations. Students from the "new countries" were coming to learn "how America did it," often very dependently on American private or public support. In the 1980s four out of every five foreign students in the U.S. are here on their own or their country's financial resources. They represent socio-economic classes within their countries that cannot be described as the traditional elites. They often have their own view of the world, not accepting as gospel everything

American and indeed often criticizing certain American values and viewpoints. These realities suggest new approaches to welcoming students may be required.

There is another critical change from mid-decades of the century in our view of foreign students. Thoughtful Americans are beginning to recognize that they should look to foreign students, in certain respects, as our partners and "teachers"--not simply as our students. Interdependence means that our economic, political, and personal fates are increasingly intertwined. We need also to consider technological developments affecting our exchange activities. The increasingly electronic character of America--in which images of who we are and what we represent are powerfully shaped by TV, film, newspapers--often serves as the principal medium in the process of "understanding one another." We should not assume foreign students will get to know us truly, simply by being on campus and watching TV and U.S. films. People can truly know people only through direct, continuing contact. For this reason, the community host in a complex, fast-paced, and an often depersonalized America is more critical than ever if cultural interchange is to be effective.

All of these new realities affecting exchanges present an exceptional challenge to thousands of actual and potential volunteers. As I write this, a much admired European leader has been assassinated on the street by an unknown assailant. He is described in The Washington Post as having been an undergraduate student in a small Ohio college town. In the same edition, there is background on an Asian military leader who led a revolt against a leading Pacific Rim president. He is described as having been educated at an Ivy League school. The careers of both these leading political figures reflect commitment to values Americans judge to be central to their well-being, values perhaps learned while they studied here. It is clear from newspaper reports that both of these former foreign students knew many Americans while they were in the United States.

When we organize community services, we are talking about people getting to know people and hopefully assisting one another, learning from each other. It is estimated that as many as half of the current foreign students in the United States have never been invited to an American home nor have known an American beyond the classroom or dormitory. How many of today's foreign students will be future government leaders, editors, corporate managers or part of the influential professional infrastructure of institutions which make effective leadership possible? We may still be an "open doors" country generally, but are we making the same effort to be hospitable that we once did?

Fortunately, as one thinks of the new challenges, it is encouraging to know NAFSA's Community Section is still helping new organizations to come into being and others to renew. This manual should help many to provide the fresh international education dimension communities are now called upon to provide. The manual focuses on the leadership of volunteers which remains essential in every type of community organization. These organizations range from those operated in a volunteer's home, to those which may have an office on a campus or within an established community group, to the large international houses and centers with professional staffs. The forms may vary, but the principles for volunteer enrichment remain the same.

John F. Reichard
Executive Vice President
National Association for Foreign Student Affairs

INTRODUCTION

Each year thousands of foreign students from almost every country of the world come to the United States. Though their primary goal is to pursue a course of study, it is hoped that they will think of education in a broader sense and explore the local community to learn about American culture. Conversely, foreign students are an excellent resource to Americans who wish to learn of other cultures and differing points of view. In many communities across the United States, volunteer organizations sponsor programs that bring foreign students and Americans together.

Many of these organizations are members of the National Association for Foreign Student Affairs (NAFSA) through the Community Section (COMSEC). NAFSA has established principles for the provision of community services and programs that community organizations are expected to adopt (see Appendix A).

This manual is for those who would like to start a community organization or who feel their present program would benefit from review and, perhaps, a revitalization effort. Although the needs of specific communities vary due to size, student population, location, etc., the suggestions contained herein can be modified to fit most circumstances.

Establishing a community foreign student program requires a great deal of time and effort, but it is a worthwhile endeavor. The good will engendered by one host through a thoughtful relationship with one foreign student, when repeated many times over, has tremendous impact.

These programs can include many components: arrival assistance, host programs, cultural opportunities, professional contacts, speakers bureaus, women's programs, and other community outreach activities. This manual will deal primarily with hosting programs but will also give suggestions for additional community programs that involve foreign students.

This manual was prepared by five individuals with a great deal of experience in community programming for foreign students. Four of them have experience as community consultants for NAFSA, and four of them have served as the chair of NAFSA's Community Section. They are Sharon Jensen of Tucson, Arizona (who took the lead in authoring this publication); Rosalie Berg of Columbia, South Carolina; Jean Griswold of Fort Collins, Colorado; Faye McKay-Clegg of Atlanta, Georgia; and Peggy Pusch of Yarmouth, Maine. Their dedication as volunteer authors is greatly appreciated by NAFSA.

I
GETTING STARTED

The strongest community programs are those which actively involve volunteers in an organization that works cooperatively with those responsible for international exchange programs on the local campus -- usually the staff of the foreign student adviser's office. Successful programs involve a cross-section of the local population so that the broad spectrum of interests, institutions, and lifestyles that make up the total community are represented. An effective organization engages not only its volunteers but also the university staff and foreign students in designing its programs so that these groups are fully committed to the program's success and continuation. Periodic evaluation of programs and operations will ensure that the organization is continuing to meet the needs of its constituent groups. A community/foreign student program must be non-sectarian and insist that all participants refrain from proselytizing (see Appendix B for NAFSA statement on religious and political concerns).

The impetus for developing a community hosting program often comes from the foreign student adviser on campus who needs to identify a group of people in the commmunity who have leadership capabilities, are able to attract others to work in an organization, and are willing to invest considerable effort to get it established. If, on the other hand, community people are the initiators, they must meet with the foreign student adviser and other campus personnel to discuss the kind of program needed and to devise a strategy for organizational development. In either case, there are some important first steps to be taken and some resources available to assist in getting started.

First Steps.

1. Determine who will constitute a steering committee to establish a community program. Usually such a committee consists of several community leaders, the foreign student adviser, and other campus personnel, and may include foreign students and spouses.

2. Determine the most pressing needs or interests of foreign students and use the information as the base for developing a community program.

3. Determine what services/programs can realistically be provided within six months to one year.

4. Determine what groups/individuals will be approached to participate or collaborate in the effort.

5. Develop an initial plan for an organization to sponsor and coordinate the program. This plan should include: a brief statement of purpose, a suggested structure for the organization (this can be very simple), a preliminary program, and a strategy for getting the organization known and active.

Resources. There are two resources that are available through the Community Section of NAFSA that can provide assistance in this process -- regional representatives and consultants.

COMSEC REGIONAL REPRESENTATIVES function within a particular geographic area. The representative can visit your community at no charge to your organization and offer suggestions for establishing or revitalizing a program. The duration of such a visit is usually one day. The name and address of the representative in your area may be obtained from the National Association for Foreign Student Affairs (NAFSA), 1860 19th Street, NW, Washington, DC 20009.

COMMUNITY PROGRAM CONSULTANTS work nation-wide. Consultants are trained to assist community groups in designing new or evaluating established programs and are knowledgeable about similar organizations around the country. The duration of a consultation is usually two to three days, but mini-consultations for shorter periods can be requested. Consultants provide confidential reports of their observations about six weeks after their visits. A consultation can be requested from NAFSA (address above), and an arrangement for cost-sharing will be made on the basis of resources available to your organization.

Both of these resources are made available through a grant to the NAFSA Field Service from the Student Support Services Division of the U.S. Information Agency.

Initial planning is crucial to the future health of the organization and it is recommended that considerable time and effort be devoted to it so that the organization has a firm foundation.

II

OBTAINING SUPPORT AND VISIBILITY IN THE COMMUNITY

The organization will need the support of many individuals and cooperation from other organizations in the community to develop and to achieve its purpose. One way to gain visibility and to interest people in the organization is to hold a "public meeting." When planning such a meeting, the following must be considered: sponsorship, time, place, invitees, publicity, content, and format. Each of these issues is addressed briefly below.

Sponsor. People tend to respond more readily if they know that the proposed organization has the approval and support of the university administration and prominent individuals. It helps to have an influential person or group sponsor your meeting (e.g. the president of the university). Appropriate campus departments should be listed in the invitation as well as any well-known community organizations that have interests parallel to yours and are willing to cooperate.

Time. No time is perfect, but it helps to check community calendars to avoid conflict with other important events. Consult your most important invitees so the "best possible" date and time of day is selected.

Place. Choose a site that will lend prestige to the organization and one that invitees will enjoy visiting (a corporate dining room or the university president's home may be more attractive than a church meeting room or school cafeteria).

Invitations. Letters of invitation that clearly state the purpose for the meeting should go to all those individuals and groups that you have determined will be interested in your program (individual volunteers, community leaders, representatives of religious and civic organizations, etc.)

The following is a checklist to assist in identifying who should be invited to send representatives:

University alumni groups
American Red Cross
Arts councils
Business and professional groups
Chamber of Commerce
Churches and synagogues
Human relations clubs
Junior Chamber of Commerce
League of Women Voters
Nationality groups
PTA groups
Political clubs

Service and social clubs
Community and government leaders
Drama and music clubs
Faculty and staff organizations
Farm Bureaus
Garden clubs
Ham radio clubs
Experiment in International Living
Retired military personnel
United Nations Association
Retired foreign service officers
Local volunteer clearing houses
Faculty Wives organizations
R.S.V.P.
Scouting organizations
Student wives' groups
Women's clubs
YM-YWCA
Peace Corps returnees
American Field Service
World Affairs Council
English Speaking Union
American students returning from study abroad programs
National Council for International Visitors Affiliate
Youth for Understanding

The composition of volunteer groups is changing as traditional volunteers seek careers outside the home. For this reason, it is important to recruit volunteers from diverse sources and consciously consider how a variety of people can participate in meaningful ways. For example, retirees with organizational skills can be very helpful in devising systems of operations; employed people -- single or married -- are often active hosts. Professional people can assist foreign students in meeting Americans working in the student's field of interest.

Publicity. In addition to invitations, there are other ways to advertise this meeting: flyers placed in strategic locations around the community, public service announcements on local television and radio stations (contact local stations for specifications), announcements in an "events calendar" or similar listing in local papers. News releases can be prepared to go to the local media but should be followed up with personal contact (see Appendix C). Community organizations invited to participate can publicize your meeting through their newsletters. Most important are phone calls from members of the Steering Committee to people you feel must attend.

Program Content. The first items to consider are the objectives for the meeting. Assuming that the goals of this meeting are to enlist leaders and volunteers as active participants in the organization and to generate acceptance and support for the program in the community, think about the following:

1. What do you want to "tell others" about your organization and its purpose?
2. What will attendees need to know about foreign students, and the program at the university and its goals?

3. What kind of programs do you expect to sponsor?
4. What kind of volunteer leadership and other support is needed?
5. What next steps do you expect to take and what is the timetable for initiating those steps?
6. What specific information do you want to obtain by the close of the meeting?

It will be necessary to "sell" your organization. You will want to spell out, in quite specific terms, what the program expects to accomplish, who it expects to serve, and the rewards of participating. It will be important to describe clearly the scope of the organization and to allow attendees to tell you how they can help. You may want to have them fill out a simple questionnaire (see Appendix D); but at least you will want everyone's name, address, phone number, and an indication of their level of interest. At the close of the meeting, attendees should be told what will happen next. Be specific -- nothing is less inspiring than vague promises. Tell them the time, date, and purpose of the next meeting or that they will receive a phone call (or letter) within two weeks to report progress and ask for specific assistance. Whatever is planned next, the attendees need to know that something will happen, and soon.

As alternatives to a large meeting, you may decide that, in your situation, a small meeting or a series of small meetings with different groups is better. Most of the steps above are still relevant although some may be unnecessary (for example, you may not want a lot of publicity.) Whatever your approach, however, some strategy for gaining wider support is necessary.

Meeting Format. The meeting should be designed to promote your message and obtain support for the program. The following ideas have worked for other organizations, but you will want to adapt them to your situation.

1. **Type of Meeting.**
   a. Reception. A simple reception with either American or international finger foods.
   b. International Dinner. Buffet-style dinner, which a local-based international business may be willing to sponsor or another organization may be willing to assist in sponsoring.
   c. Coffee and "Danish". An informal gathering that can be held at any time of the day.

2. **Program.**

The program should have a focus which will stimulate interest in your organization.

a. Introductions. The sponsor should welcome attendees, endorse the proposed organization, and introduce the next event on the program.

b. Program Options. Your program might include a panel discussion of community programming, a speaker on an international topic, presentations from successful hosts, a film, and/or international exhibits. Whatever is done should be interesting and accomplish your goal.

c. Discussion. A period of time for questions, suggestions, and discussion of action plans should be included. This might be done in small groups followed by a wrap-up summarizing session.

III

BECOMING A FUNCTIONING ORGANIZATION

Now the real work begins. Members of the steering committee must review questionnaires or lists, talk with potential board members and other workers, plan the next step, and keep people informed.

Listed below are those items that must be considered:

Statement of the Mission of the Organization. This includes the overall purpose of the organization, its goals and objectives, and the role it will play in the community. It also identifies the participant groups and generally outlines the program.

Name and Logo. The organization's name should convey its focus and be easily identified by all members of the community. Many groups use the name "Host Family Program." This term can be misleading because many volunteer hosts are single. It also implies a home stay. Some groups using "International Friends" report confusion with the Society of Friends (Quakers). Following are other names selected by community groups around the U.S.: Volunteers for International Hospitality; __(city)__ Council for International Understanding; International Friendship Committee; Friends of Foreign Students; and Council for World Friendships.

A logo is also important because it is a visual symbol of your organization. Consideration should be given to designing a logo which is simple but identifiable as representative of your organization.

Structure. The "governing body" of the organization can be as formal as a board of directors or as informal as a committee, but terms of office, responsibilities, and a system that ensures regular rotation of members must be defined. Committees may be needed to implement particular programs whose chairs may or may not be members of the governing body; this must be determined as well.

Consideration should be given to what roles the members of the original steering committee will play in the organization. Some of the members will probably take positions on the board or other governing body. Another option would be to create an

advisory council for the organization composed of members of the original steering committee and other interested persons. This council should be charged with a specific task, e.g. fund raising for the organization. The vice president of the board might serve as chair of the advisory council. This structure would involve more volunteers and, perhaps, serve as a "feeder system" for positions on the board.

Job Descriptions. Each position within the organization, from president to hospitality committee chair, should have a job description so the responsibilities of and resources available to each position are known. Positions for which you may wish to invite possible candidates to serve are:

President	Committee Chairs:	Recruitment
Vice President	Speakers Bureau	Hospitality
Secretary	Community Relations	Orientation
Treasurer	Finance/Fund Raising	Furnishings/Loan Closet
Assignments Chair	Programming Activities	Nominations
Newsletter Editor	Arrival Assistance	Campus Liaison

(See Appendix E for sample job descriptions.)

Job descriptions should be given to board candidates when they are invited to serve on the board. Candidates should know what is expected of them and how much time and effort must be committed in order to avoid "burnout."

Membership and Dues. How shall membership in the organization be determined? By payment of dues? By service as a host or volunteer? By either or both? Membership dues can include rates for an individual, family (such as a host family), patron (with patrons listed regularly in the newsletter of the organization), and organization (such as a church or civic club). People who cannot serve as a host or in some other volunteer capacity can pay dues and be kept informed about the organization by receiving newsletters and invitations to general membership events. Many of these members may become more actively involved in the work of the organization when their time and circumstances permit.

If the board decides to assess dues, be sure the members know what these funds will be used for and what the benefits of membership are. An adequate accounting of all funds should be made available each year.

Constitution and Bylaws. One of the first responsibilities of the steering committee

should be to draw up a document (constitution or bylaws) to set forth goals and procedures for the new organization. Sample constitutions from community groups may be obtained from NAFSA. The steering committee must first make several major decisions concerning mission, name, structure, membership, and dues which then will be written into the constitution and bylaws.

Tax-Exempt Status. A decision about incorporating as a nonprofit organization and obtaining tax-exempt status should be made. Members of your steering committee could assist in obtaining the pro bono services of an attorney or accountant to prepare the necessary legal documents. An alternative is to become a sub-group under another non-profit organization.

Tax-exempt status is important for raising funds or obtaining donated services. Volunteers may deduct their actual expenses (donated food prepared for social events, cost of gasoline used to attend meetings, etc.) on their federal income tax return. Value of time volunteered is not deductible.

Finances. A major consideration is how to obtain the money you need to carry out the program. Some programs operate on limited budgets; others need far larger amounts. Evaluate your needs and consider the following resources:

1. **College or University.** The foreign student adviser is the person who should present the value and needs of the community program to top administrators. The benefits of the program for foreign students, as well as the community, should be emphasized. The local institution may be willing to provide funds or in-kind services, such as:
   a. Secretarial assistance with newsletters and other mailings
   b. Postage costs
   c. Printing or copying costs
   d. Supplies (paper, etc.)
   e. Access to a typewriter, telephone, desk, and office

2. **Business, Civic Clubs, and Religious Organizations.** Business and industry set aside a portion of their budgets each year for charitable contributions. When approaching a business you should present carefully prepared materials on the

cultural and economic impact of international students on the community (see Appendices F, G, & H). You cannot always expect results on the first visit; monies may be already committed by the time you make your appeal. If you are received in a positive manner, however, approach them at the appropriate time for consideration in the next budget year. Remember that some businesses will consider sponsoring receptions, etc., in lieu of cash contributions.

3. **Fund-Raising Events.** Most volunteer organizations rely on some fund-raising events to provide adequate income for their programs. A few guidelines for these are:
   a. Choose a project with care; determine if it is suitable to your group and if volunteers are available to work on it.
   b. Begin planning at least four and preferably six to twelve months in advance.
   c. Involve as many people as possible, including foreign students, in planning and carrying out the activity.
   d. Publicize widely, using all available means.
   e. Limit the number of fund-raising events; one per year is probably sufficient. Don't let your organization's goal become one of fund raising rather than providing programs for your students and hosts.

   (For suggested fund-raisers, see Appendix I.)

4. **Individual Donors.** Members or interested friends of the organization may be willing to donate funds or to underwrite specific projects, events, or the purchase of needed supplies. "In kind" contributions (equipment, printing, services, etc.) are also helpful.

IV

ESTABLISHING A HOSTING PROGRAM

Many community groups start with a "hosting program" through which foreign students are paired with American hosts for friendship and cultural exchange.

Recruitment of Hosts. The hosts that you recruited at the time of your public or other meeting provide a good nucleus, but it is also necessary to have an on-going recruitment program. Recruiting hosts is one of the most frustrating jobs in an organization. Few communities ever seem to have enough American hosts.

Community groups have found that the most effective recruitment tool is the current, enthusiastic host who invites his/her friends to participate. Be sure, therefore, that members are aware of the need for additional hosts and supply them with literature about the program to distribute (see Publicizing, page 18).

Use a multi-media approach to recruiting: radio spots, TV interviews, human interest stories, speakers and news releases to religious groups and service clubs, and newspaper releases (see Appendix C). A special effort should be made to appeal to a broad spectrum of the community. A brochure should be developed for your organization to use in recruiting (see Appendix J).

Each potential host should be interviewed, but those who volunteer in response to radio, TV, newspaper or other "public" media should be interviewed with special care since they are usually unknown to your members. Everyone who responds should receive brochures and other materials that will inform him or her about membership and hosting responsibilities.

Host Application. After potential hosts have been interviewed, they should complete a more formal host application. This application will supply you with the information needed for the organization's files and for a hosting assignment (see Appendix K). Upon receipt of the completed application, the new host is advised of the next orientation session.

Recruitment of Students. Students must be informed about the hosting program and

invited to participate. This can be done by sending information before they depart from home and by including materials in their arrival packets. Some organizations encourage students to apply for the program before leaving home and assign hosts in advance of the students' arrival. Other organizations find this a difficult, if not impossible, system to maintain. Students apply after their arrival and hosts are assigned at that time. (See Appendix L for Sample Student Application Form.)

Orientation. Orientation is for everyone -- new hosts and new students. In this way you can be sure that everyone receives appropriate information and understands what is expected of them. Orientation programs take varying forms.

Hosts should receive orientation before meeting a student; students would receive orientation shortly after arrival. Some community groups find it advantageous to have joint meetings so both sides know what the other has been told, while other groups prefer separate meetings.

Topics to be covered in an orientation include:

1. Expectations of hosts and students
2. A discussion of cultural differences
3. Possible problems and what to do about them
4. Other programs the organization sponsors

Draw students into the discussions, asking them what they expect to get from the program, how they can reciprocate their host's hospitality, etc. Include a question-and-answer session. A student who has been participating in the program can speak to the group about the program's value, student expectations, and possible misunderstandings.

Orientation packets for participants are helpful. The following are items you might include for hosts:

1. Guidelines which outline responsibilities of hosts (see Appendix M).
2. List of officers of the organization with telephone numbers
3. Campus calendar
4. Campus student handbook or foreign student handbook
5. Suggested reading list, including country-specific information
   (Some organizations supply State Department "Background Notes" or Brigham Young University Culturgrams. See pg. 29)

6. NAFSA brochure, "Friendship with a Foreign Student"
7. Organization's brochure to be given to potential host

The student's orientation packet should contain:

1. Guidelines and responsibilities of students
2. NAFSA brochure, "Friendship with Your American Host"
3. List of officers and telephone number of the organization
4. Chamber of Commerce brochures on recreational and cultural opportunities

It may be necessary for you to hold orientation meetings several times during the year if new hosts join at times other than the beginning of academic terms. Do not keep them waiting for orientation -- interest will lag and you may lose volunteers.

Some organizations hold continuing orientations through discussion groups, panel presentations, book reviews, and other activities. This serves to bring volunteers together on a continuing basis, which is important in maintaining enthusiasm.

Assignments. Assignments must be made carefully with needs and desires of both host and student in mind. An unsatisfactory match may cause negative feelings and be detrimental to the total program.

1. **Duration of Assignment.** Students should be assigned to hosts for a specified period of time, preferably one year. When a student is assigned for the duration of stay at an institution it means that the host may be "unavailable" for a new assignment for two to four years or more. It has been found that the most crucial time for a student is the first year. After that, they adjust to surroundings and develop their own circle of friends. While hosts may wish to continue with a student beyond one year, it is advisable to request that they "add" a new student each year. With a one-year limitation it is fairly certain that a sufficient number of hosts will be available for new students each year.

2. **Notification of Assignment.** Students and hosts should be assigned as soon as possible after submitting applications. Notification of assignments is usually sent by mail, though it may be possible to notify some at the orientation meeting (see Appendices N and O for sample notification forms.)

Follow-Up. Both the host and student should be called regarding their assignment about one month after it has been made. The caller (ideally the Assignments Chair) should ascertain:

1. Whether host and student have been in contact
2. If the student has visited the host's home or engaged in some activity with the host
3. If either party perceives a problem with the assignment
4. Whether they are receiving your newsletter

A system for follow-up assures that problems are discovered and corrected as soon as possible and that the integrity of the program is maintained.

Record Keeping. A system for keeping records on hosts (background information, type of students desired, assignments, feedback obtained on assignments) and on students (similar to that needed for hosts) is essential. This can be in a card file or on computer but must be carefully maintained.

It may be useful to produce a list of student-host assignments each year as a ready reference and to submit to the foreign student office.

Social Events for Hosts and Students. Social events can range from small gatherings of hosts and their students within certain areas of the city (a "parish" system) to large quarterly or yearly meetings of all hosts and students to welcome new arrivals or to celebrate graduation or special holidays.

V

DEVELOPING ADDITIONAL PROGRAMS

What programs will best meet the needs of the foreign students in your community? What programs can be added as the organization becomes established? It may be best to develop one or two programs and get them firmly established before creating more. For example, you may decide to begin with a hosting program and once that is established add a speakers bureau, spouses' program or other component. Whatever you choose, a close affiliation with your institution is of utmost importance. The following are offered as general suggestions:

Pre-arrival and Arrival Assistance

- Pre-arrival correspondence
- Airport welcome
- Temporary home hospitality
- Orientation to community
- Off-campus housing assistance
  - Drivers corps
  - Locating housing
  - Interpretation of contracts

Continuous Programs

- Shopping assistance
- Loan closet (furniture, clothing)
- Coffee Hour
- Speakers Bureau
- On-campus information office staffed by volunteers
- Newsletter

Special Programs

- Observation of national celebrations
- Holiday or vacation hospitality
- "Interpretation of the U.S.A." programs
  - Visits to community organizations
  - Tours of area industries, plants
  - General sightseeing or recreational trips
- Cultural, sports events (providing free tickets, if possible)
- Community projects
- Visits to state capital

Supplemental Services

- Supplemental English programs
- Special programs for foreign spouses and children
- Scholarship fund
- Emergency loan fund
- Newsletter

VI

BEING A SUCCESSFUL VOLUNTEER ORGANIZATION

Maintaining Momentum. Maintaining the initial level of enthusiasm of the organization's members is challenging and too important to be neglected. The following suggestions are offered to help keep your program alive and well!

1. Keep organizational structure simple and clear-cut.
2. Remind members of organizational goals and objectives. Be sure all members know what you are trying to accomplish and why.
3. Be aware of changing priorities and adapt to them. The quality, quantity, methods, or emphasis of the programs may have to be adapted to changing conditions, times, and trends.
4. Continually recruit and train volunteers. Involve them as soon as possible in activities in which they have expressed an interest.
5. Maintain personal contact -- this is VITAL. Be sure one or two old-timers have the responsibility for meeting and greeting newcomers at activities and introducing them to others.
6. Keep records of those who attend events -- members and non-members. Be sure they are notified of future activities.
7. Have a calling committee contact those members rarely seen at activities to determine if there are problems. Ask if they have other preferences or suggestions.
8. Be flexible and innovative. Introduce new ideas and seek constructive criticism from members. Don't pursue an idea if there is no support -- it will not succeed.
9. Periodically have members (hosts and students) complete a brief questionnaire about the program that they are not required to sign. Ask about their participation in activities, what they did/didn't like, suggestions for new programs, etc. Have these returned quickly and then act upon the suggestions.
10. Follow up written invitations, or newsletter announcements, with phone calls to encourage participation. Often this is all it takes to get people to attend.
11. Hold an annual retreat for the governing body. It is most effective to arrange a day-long planning session, preferably at a location where there will be no outside distractions, in order to:
    a. Review the past year's efforts, accomplishments, and records to see if you are meeting criteria and needs.

b. Discard unsuccessful programs or those which have lost their effectiveness.
c. Set objectives for coming year(s).
d. Devise new problems and methods with specific assignment of responsibilities to individual board members.

Making Meetings Work. Most people, in this time of busy schedules, prefer to attend meetings that are well organized. Separate the business and social portions of the meeting. Keep the following things in mind as you prepare for meetings:

1. **Content/Agenda.** An agenda should be established for each meeting. This should be done by the chair with copies sent to board members. Include items from the executive committee meeting, if applicable.
2. **Frequency.** Probably one meeting per month during the academic year will be adequate. If you meet less frequently it may be necessary for an executive committee to make interim decisions.
3. **Length.** Determine how long the meeting will last in the beginning and don't deviate unless the chair feels it necessary and so notifies the group. Members should be encouraged to arrive on time by having meetings start promptly.
4. **Minutes.** Minutes should be carefully recorded and distributed to all board members following the meeting. A proposed agenda for the next meeting could be sent with the minutes.

Care should be taken to see that the interest level remains high and that time is not wasted on minute details that curtail effective decision-making. Draw response from board members, but control discussion so that the meeting does not get out of hand, allowing personalities to dominate the discussion.

Board members should be recognized and rewarded for their efforts. The following suggestions are offered:

1. Include profiles of board members in your newsletter.
2. Ask the foreign student adviser to invite board members for lunch each year.
3. Hold one meeting each year that brings together board members and spouses for a purely social time.
4. Introduce board members at each group event the organization sponsors and be certain their name tags reflect their positions.

VII
PUBLICIZING

It has been said that more activities fail due to insufficient publicity than any other cause. Information about your activities reaches people in many ways, so it is wise to use as many methods as your organization can afford. Each "message" reinforces the one received previously; eventually a person will respond when you meet his/her needs and trigger a good intention into action.

Brochure. Brochures should contain the organization's logo, objectives, something about why hosts and students participate, programs offered, what is expected of members, dues schedule (if applicable), and how an interested person can obtain more information (see Appendix J).

Program Publicity. Plan the organization's activities a year in advance. Give the schedule to all members and use it for public relations as well. Consideration might be given to developing a calendar for members and students.

The public relations chair should maintain a chart of events that includes a listing of public relations avenues to be used for publicizing each event in a timely fashion. Charting your publicity is an effective way to ensure that you have covered all possibilities and that deadlines will not be overlooked.

News Releases and Outlets. One way to publicize your organization is through written releases to area news media -- newpapers, magazines, television and radio stations, and special publications.

The purpose of a news release is to:

1. Provide information about the event being publicized.
2. Invite the news outlet to investigate further development of a story.

You should develop a file of local sources and a list of events about which they were contacted. Press releases should always be followed by a phone call and a request for an appointment to visit local media persons. Talk with them about your organization, its purpose, and the story you are trying to have covered.

You must write your news releases according to an established format (see Appendix C). Radio, television, newspapers, newsletters, and house organs will edit your material but will not write for you unless it is particularly newsworthy. You must notify the media well in advance (three weeks for newspapers and one month for radio and television) if you have a significant story so they can send a reporter/photographer. Accompanying your news release with a picture may mean priority for publication.

1. **A Few Tips.**
   a. Dealing with the media can be difficult and frustrating. Be persistent and don't become discouraged if media people won't see you.
   b. When you send a release to the media, make a notation in your file and then record whether it is published. If published, keep a copy for your file. If you don't notice publication, check back with them to see if you might have missed it and ask for a copy.
   c. Be on the lookout for new publications in your community. Call the editor and get an appointment to discuss your organization.
   d. At Christmas, send a card to your contacts expressing appreciation for cooperation and noting any special happenings as a result of their efforts.

2. **Contacts for Publicity.**
   a. <u>Television and Radio.</u>
      Standard broadcasting systems (national affiliates)
      Religion-oriented stations
      Ethnic stations
      Public broadcasting stations
      Cable television stations
      University stations
      Radio and television stations are required by the Federal Communications Commission to provide public service time for community groups to announce events. Don't be afraid to ask for it. Some other ways to use radio and television include:
      (1) Community calendar listing
      (2) Talk show interviews
      (3) Organization-produced tapes for public television

b. Newspapers and Magazines

All categories of newspapers: university faculty and student daily, weekly, area, ethnic, advertising, business, and religious

Magazines and periodicals: city-specific, business, PTA

Newsletters: service clubs, churches, banks and industries, special interest groups

(1) Submit news release a minimum of two weeks prior to appearance.

(2) Place item in the community calendar listing.

(3) Use the Voluntary Action Center's column to recruit volunteers.

(4) Use a paid advertisement on a news page rather than in the advertising section.

(5) Try for the Sunday edition special events section with colored photographs.

(6) Have your brochure delivered with the newspaper. It is less costly than direct mail, faster than third class.

Miscellaneous.

1. Businesses may be able to include your printed material with their mailings to customers or with billings.
2. Inquire of advertising companies about billboard messages.
3. Dairy companies provide the side of milk cartons for advertisements.
4. Prepare a slide or videotape program about your organization and offer as a program to community groups.

Newsletters.

It is vital for you to maintain good communication with your members. One of the best ways of doing this is through a newsletter. It can be as simple as one or two mimeographed sheets, or be typeset with elaborate graphics.

1. **Purpose.** The purpose of your newsletter is to inform the membership of past and future activities, sustain and build interest in your activities, and convince your readers that theirs is an active organization with worthwhile goals.

2. **Format.** Whatever reproduction process you choose, all newsletters should follow some basic guidelines:

a. Front page.

(1) A "masthead" with your organization's name, and name of the newsletter if they are different. Also included should be your logo or symbol.

(2) Publication date (month, season, etc.)

(3) Your organization's address and telephone number, or that of your newsletter editor.

b. Content.

(1) Results of past activities

(2) Information about future activities

(3) Election of new officers or board members

(4) Information on students

(5) Human interest stories

(6) Profiles of board members

(7) Campus and community activities of interest to foreign students and hosts

3. **Frequency.** Some organizations publish newsletters on a monthly or bimonthly basis. Others publish quarterly or just prior to an event sponsored by the organization. Whatever you choose, be consistent.

4. **Mailing.** To reduce the cost of postage, your organization may wish to apply for a bulk rate postal permit to use when the number of pieces is sufficient. The minimum is 200. Alternatively, you may be able to use the institution's bulk permit. If your mailing is below the number required for bulk mail, perhaps the foreign student adviser will mail for you. Foreign students, as well as community people and media contacts, should be on your mailing list.

VIII
EVALUATING

Even with the best intentions, volunteer organizations and international programs can get into a rut. Although this is not inevitable, it occurs often enough to suggest it as a definite possibility for any program, no matter how successful. Self-evaluation, by keeping a critical (though not criticizing) eye on the organization and its purpose and program, keeps many organizations healthy and its participants satisfied. Many of the suggestions under "Maintaining Momentum" are directed to this kind of self-scrutiny.

Organizations can get "tired" and require a more extensive self-study, or may benefit from outside help. An evaluation committee should be organized, composed of board members, foreign students, community participants, and the foreign student adviser. It may be advisable to request a COMSEC consultant from NAFSA. Consultants are trained to assist groups in self-study.

Conducting a self-study is demanding, but therapeutic, if discussions are confined to constructive criticism. The self-study process will uncover problems, identify strengths and weaknesses, and develop strategies for renewal. Action designed to reshape operations and programs must follow as needed.

The following questions are suggested for use in a self-study. Some may seem inappropriate but most will at least suggest areas of concern that should be examined. They are intended as a guide from which you can select relevant questions and adapt others to meet your needs.

Questions for Self-Evaluation

AREA	CONSIDER...	Successful YES	Successful NO	Suggestion/Refer to
Goals	1. Are they still suitable?			
	2. Do they recognize the contribution and benefits of foreign students as well as your group's need to assist students?			
Organization Board	1. Are your bylaws effective?			
	2. Are job descriptions accurate and adequate?			
	3. Are board members suited to their positions and working to potential?			
	4. Is there a good working relationship between members of the board?			
	5. Is there provision for rotation from office?			
	6. Is the board representative of the organization's constituency?			
	7. Is your leadership reserve adequate?			
	8. Are you able to find and keep good leaders?			
	9. Are board members often publicly acknowledged for contributions of time, energy, and abilities?			
	10. Are too few people trying to do too much?			
Board Meetings	1. Are meetings well-organized and carried out in a business-like fashion?			
	2. Do your meetings become social gatherings?			
	3. Is attendance satisfactory?			
	4. Is interest level high?			

		Successful YES	Successful NO	Suggestion/Refer to
	5. Do all members participate in decision-making?			
	6. Do members readily volunteer for assignments?			
Community Volunteers	1. Do you have sufficient hosts?			
	2. Is turnover a problem?			
	3. Does your membership adequately reflect local racial, religious, social and economic structure?			
	4. If not, are efforts underway to remedy?			
	5. Do new hosts receive orientation?			
	6. Are you making the best use of volunteers?			
	7. Do you know volunteers' interests and abilities?			
	8. Do volunteers benefit from participating in the program(s)?			
	9. Are participants made aware of the larger contribution they make to international understanding and good will?			
	10. Do you seek evaluation of programs and input from hosts?			
	11. Do you communicate on a regular basis through a newsletter? A telephone committee?			
	12. Are opportunities provided for professional development of volunteers?			
	13. Are you making good use of community resources (ethnic clubs, professional contacts, churches, service clubs, etc.)?			
Students	1. Are you reaching a sufficient percentage of students?			

		Successful YES	Successful NO	Suggestion/Refer to
	2. Have students been given the opportunity to express needs and desires related to program?			
	3. Are students aware of the contribution they make?			
	4. Do students receive adequate orientation to the program?			
	5. Are they encouraged to take leadership roles in planning and implementation?			
	6. Is there follow-up to be sure host is contacting and interacting with student?			
	7. Are students requested to do written evaluation of program?			
Activities (You may want to consider activities individually as well)	1. Are they consistent with group's stated purpose?			
	2. Are some better attended than others?			
	3. Do programs meet needs and interests of hosts?			
	4. Is host representation at activities acceptable?			
	5. Do programs meet needs and interests of students?			
	6. Is student representation at activities acceptable?			
	7. Are there opportunities for large and small group activities?			
	8. Do programs stress the international dimension to the group?			
	9. Are students given opportunities to share information about their countries and cultures?			

		Successful YES	Successful NO	Suggestion/Refer to
	10. Are programs changed to reflect new needs?			
	11. Do you evaluate activities?			
Finances	1. Is there a yearly budget?			
	2. Do actual costs approximate projected spending?			
	3. Do you consider funding adequate?			
	4. Does your institution contribute to your program? How?			
	5. Are dues levied?			
	6. Are dues adequate?			
	7. Do dues prevent participation by some?			
	8. Do local businesses and industries contribute funds, materials, or services? Which?			
	9. How are these contributions recognized?			
	10. Do local service clubs contribute? How?			
	11. Do local religious organizations contribute? How?			
	12. Is a fund-raising project needed?			
	13. Are you aware of grants available from NAFSA for some types of programming? (see page 29)			
Institution/ Public and Community Relations	1. Is the foreign student adviser cooperative and an active participant in planning?			
	2. Does the foreign student adviser serve as liaison between your organization and higher administrative offices regarding your program?			

		Successful YES	Successful NO	Suggestions/Refer to
	3. Is your institution aware and appreciative of community efforts?			
	4. Is this acknowledged?			
	5. Can awareness be increased?			
	6. Is the foreign student adviser available to discuss problems with volunteers?			
	7. Does adviser understand your goals and methods?			
	8. Are your goals agreeable?			
	9. Do you understand adviser's goals?			
	10. Does adviser work with another community group?			
	11. Can you establish cooperative working relationship with that group?			
	12. Are the following groups periodically made aware of your program? ... service clubs ... religious groups ... ethnic clubs			
	13. Do you have a community public relations position on organization's board?			
	14. Is there a regular contact for publicity with: ... radio and TV stations ... local newspapers ... trade magazines ... house organs			
	15. Have you contacted NAFSA for assistance from either a COMSEC regional representative or a community consultant?			

If, after completing this evaluation, you feel there is room for improvement then your next step is to reshape operations and programs to lessen problems and draw upon potentials. And remember, there is help available; all you need to do is ask!

IX

HELP FROM OTHER SOURCES

The National Association for Foreign Student Affairs (NAFSA) has a number of publications, monetary grants, and other assistance available to your organization. Information is also available on publications from other sources.

Membership in NAFSA. NAFSA membership in the Community Section (COMSEC) is available to community volunteers or retired persons at a special reduced rate for "associate" members. You will receive the national newsletter of the association, as well as other pertinent information which includes the "COMSEC Newsletter."

Publications from NAFSA.

1. **COMSEC Newsletter.** This newsletter carries information about community activities and funding opportunities. It is available free of charge to community volunteers, whether they are members of NAFSA or not.
2. **COMSEC Directory.** A listing of community programs around the country, together with names and addresses of contact persons.
3. **COMSEC Resource Library.** A collection of sample materials from community groups around the United States. (See Appendix P for contents.)
4. **"Friendship with a Foreign Student".** A brochure giving tips for hosting students. Especially valuable for new hosts.
5. **"Friendship with Your American Host."** The companion brochure to the above. This one is for foreign students.
6. **"Programs for Spouses of Foreign Students."** A manual for developing a program for foreign wives in your community.
7. Learning Across Cultures. Gary, Althen, ed., National Association for Foreign Student Affairs, 1981.

Publications from Other Sources.

1. Host Family Survival Kit, Nancy King and Ken Huff, Intercultural Press, Yarmouth, Maine, 1985.
2. Bring Home the World, A Management Guide for Community Leaders of International Exchange Programs. Stephen H. Rhinesmith, Walker and Company, New York, 1985.
3. The Grass Roots Fund Raising Book, Joan Flanagan, Contemporary Books, Inc. Chicago, 1982.

4. The Successful Volunteer Organization, Joan Flanagan, Contemporary Books, Inc., Chicago, 1981.
5. "Culturgrams", BYU Language & Intercultural Research Center, 240 B-34, Brigham Young University, Provo, Utah 84602. These briefing brochures are available on a number of different countries.
6. "Background Notes." Short, factual pamplets about various countries and territories, written by officer in the Department of State's geographic bureaus. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Request for specific countries.)

Professional Training Opportunities. Individuals can apply through NAFSA's Field Service for grants to attend In-Service Training Seminars. A letter or phone call to NAFSA will give information on when and where these will be held each year.

In-Service Training Grants are also available to enable a volunteer to visit the site of another community program, usually within the same NAFSA region.

Community Development Grants are available for volunteers to attend NAFSA regional conferences. Further information on these opportunities can be obtained from the NAFSA Field Service staff or from your Community Section regional representative. Conference sessions on community programming are always helpful, and meeting and sharing with others who are involved in this work is stimulating as well as informative.

Community Strengthening Grants are available to organizations working with foreign students and scholars in the community. These grants, made possible by support provided to Field Service by the Division of Student Support Services of the U.S. Information Agency, are intended to aid those organizations which have a strong 'track record' in providing services to foreign students and scholars, but who are currently struggling to meet those needs. The grant is designed to provide support in three areas: a) administrative expenses to develop effective publicity materials; b) recruiting, selecting, and training of volunteers; c) costs of operating specific organization programs. For further information, contact NAFSA Field Service.

The Cooperative Grants Program (COOP) of NAFSA accepts proposals for projects on a semi-annual basis. COOP grants support the development of innovative programming to enrich the experience of foreign students attending U.S. colleges and universities. The

program is funded through a grant from the Bureau of Educational and Cultural Affairs of the U.S. Information Agency. For further information and deadlines for grant applications, contact NAFSA.

From time to time there are other training opportunities available through NAFSA. These are published in the "COMSEC Newsletter."

APPENDIX A

NAFSA PRINCIPLES FOR THE PROVISION OF COMMUNITY SERVICES AND PROGRAMS

The presence of foreign students and scholars on campus and in the community involves cross-cultural relationships and provides opportunities for increased global awareness. Individual contacts and the sharing of a variety of social and professional activities provide the opportunity for mutual appreciation of different cultural patterns and national aspirations.

Although it may serve a wider constituency at the state or national level, the college or university is an integral part of the community in which it exists. Colleges and universities which enroll foreign students and scholars should make, in cooperation with the community, every effort to assist these students in their adjustment to life in an American community. They may also enhance the education of foreign students and scholars by offering a variety of experiences, both on campus and in the community, which will ensure that optimum benefit is derived from the period of study in the United States.

Institutions should be receptive to approaches from the community and should, if necessary, take the initiative in establishing a relationship with the community (a) to explain the needs of foreign students and scholars, (b) to identify the resources represented by foreign students, and (c) to explore and make full use of the willingness and ability of the community to provide services and programs.

Through the office of the foreign student adviser or its equivalent, institutions should provide assistance, advice, and information as requested by the community for the development of programs and services for foreign students and scholars. These efforts should be evaluated periodically.

Community programs and services should adhere to the following principles:

1. Community groups and organizations should seek to produce programs and services that enhance the experience of the foreign students and scholars while increasing the level of international and intercultural awareness in the community.

2. Community programs and services should be developed in cooperation with the university office that provides on-campus service to foreign students and scholars. Each should be competently designed and conducted and, where possible, coordinated with other community efforts.

3. Community programs must embrace a sensitivity to, and appreciation of, the religious, cultural, and national backgrounds of foreign participants and a proper regard for confidential personal information that may be offered by foreign and American participants.

NAFSA PRINCIPLES FOR THE PROVISION OF COMMUNITY SERVICES AND PROGRAMS, pg. 2

4. Community groups and organizations should provide professional training for volunteers and paid staff to ensure that programs are competently administered and community resources effectively used.

5. Community groups and organizations should periodically evaluate their programs, policies, and services in light of their established goals and the changing needs of foreign students and scholars.

(Cited from the "NAFSA Principles for International Educational Exchange," adopted by the NAFSA Board of Directors May 1981 and now part of NAFSA Self-Regulation Programs.)

APPENDIX B

RELIGIOUS AND POLITICAL RIGHTS OF FOREIGN STUDENTS

Community workers related to religious and political groups must recognize that the religions and political beliefs of any foreign people in the United States are important parts of their cultural heritage and merit the respect of Americans and the effort by Americans to learn about and understand them. Religious and political groups can perform a service by providing opportunities for foreign students and scholars to observe and join in mutual inquiry into beliefs and practices. However, there must never be any attempt to proselytize, and any invitation to a foreign student or scholar to an event sponsored by a religious or political group should clearly indicate the nature of the event and its sponsorship.

(From Standards and Responsibilities in International Educational Interchange National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009)

APPENDIX C

SAMPLE NEWS RELEASE

(SOURCE INFORMATION)

Name
Address
Telephone Number

RELEASE DATE

(SUMMARY HEADLINE GOES HERE:
SHOULD BE LIMITED TO TWO LINES)

Begin the release with all pertinent information in the first, or lead paragraph. Include WHO, WHY, WHAT, WHEN, WHERE and HOW. Be sure that no details are left out. Include exact time of event and all details.

All paragraphs and sentences should be short. Double space between lines. Maintain wide margin. Leave plenty of space at the top of Page 1. This space is not wasted. It is used by the editor to make corrections and notations.

Material on the upper left should include all information to give the editor complete facts as to the source of the release and where additional material can be obtained.

Release date should appear prominently on the upper right hand portion of the first page. This is either for Immediate Release; for a specific date -- For Release Thursday, October 11; or, in the case of a release with no particular time limit -- For Release At Will.

(More)

SAMPLE NEWS RELEASE, pg. 2

The headline is for the purpose of quickly summarizing the contents of the release for the editor. It is not meant as copy for the actual newspaper headline.

At the bottom of page 1, the word (MORE) should always appear if there are additional pages. This applies to all pages except the final one. A title and number on the upper left corner of each page prevents separation of the pages either in transit or in composition.

On the last page, indicate the end of the release using the designation -30-, ###, -0- or END.

In writing the release, remember that its purpose is to provide complete, accurate, factual information. Be sure to double check telephone numbers, addresses, and spelling of all names.

APPENDIX D

INTEREST SURVEY

(Organization)

Name: _____ Sex: M ___ F ___

Address: _____ Home Phone: _____

_____ Office: _____
(City, State) (Zip Code)

Best time of day to contact you: _____

Age: (optional) ___ Marital Status _____ Occupation: _____

If a student, major: _____

How did you find out about tonight's meeting? _____

Are you affiliated with or representing a community group, service club, religious group, or other organization? Yes ___ No ___ If yes, which one? _____

_____

Would you like to assist in the ongoing planning of the (name) by serving on the Steering Committee/Board of Directors/(or whatever is appropriate to your organization).

Please check the following programs or events which interest you.

___ (List here the different options that you have identified as possible activities for your group.)

___

___

Please return to:

_____

APPENDIX E

JOB DESCRIPTIONS

(The following job descriptions contain some positions which are normally performed by committees. This list is extensive and not all positions may be applicable to your organization.)

PRESIDENT: The president acts as a coordinator for the total program, presides at all meetings, represents the organization at official functions and in official capacities, and is an ex-officio member of all committees of the organization.

VICE PRESIDENT: The vice president assists the president as needed, serves in the absence of the president, and performs such duties as are assigned by the president. (The vice president may also serve as chair of the advisory council, if one is created, or of long range planning.) In some organizations, the vice president rotates to the presidency.

SECRETARY: The secretary handles all correspondence for the organization, takes and distributes minutes of board meetings, and notifies board members of upcoming meetings. (Some organizations prefer to divide the secretarial responsibilities by a "recording" and a "corresponding" secretary.)

TREASURER: The treasurer is responsible for all financial matters of the organization, receives and disburses funds, and makes financial reports at each meeting of the board.

ASSIGNMENTS CHAIR: This is probably the most challenging and time-consuming position on the board. The assignments chair matches hosts and students and advises each accordingly. The position requires a very dedicated individual who thoroughly understands the scope and mission of your organization.

RECRUITMENT CHAIR: The person in charge of recruiting would work closely with publicity and assignments chairs in recruiting hosts for your organization.

NEWSLETTER EDITOR: Communication with the hosts and students in your organization is extremely important. This person should have good writing ability and innovative ideas for preparing newsletters. (See further information under "Publicizing.")

SPEAKERS BUREAU CHAIR: This chair should obtain the names and phone numbers of students who are willing to speak about their country or culture at schools, churches, civic clubs, etc. All requests for student speakers should be referred to this person, who then contacts the student. Care should be taken to ensure that students are not taken advantage of and that students fulfill their commitment. Setting up a speakers bureau is imperative for several reasons: this brings visibility to the organization, both in the community and the university, as well as

among the international students. Often a member of the board of directors accompanies the student to introduce him/her and to present briefly the goals of the organization.

MEMBERS-AT-LARGE: Responsibilities for these positions would be assigned by the president according to the particular needs of the organization (see committee assignments which follow.) Care should be taken that there is a clear definition of each responsibility at the time a person is asked by the nominating committee to consider serving in one of these positions.

COMMITTEES:

Community Relations/Publicity: This position might be combined with recruitment. The chair would be responsible for publicity efforts of the organization as well as recruitment of new volunteers. Preparation of recruitment material would also be a function of this position.

Finances/Fund Raising: This committee should submit to the board a proposed budget for financing activities. Proposal for changes in membership dues or for fund-raising activities should come from this committee. The treasurer should be a member, but not necessarily chair, of this committee.

Programming: The programming committee is responsible for the development of the organization's activities for the year.

Nominations: Nominations will need to be made in accordance with the system of your organization. This committee is responsible for securing names of members who are willing to serve on the board. This is the most important committee in the organization because it ensures that good leaders will continually rotate onto the board.

Orientation: The committee plans and conducts orientation for new hosts and students.

Furnishings: When many foreign students live off campus on limited funds, a need usually arises for this type of committee. Used furnishings are collected from people in the community (who are given a receipt for tax purposes) and loaned to students for a given period of time.

Arrival Assistance: This committee coordinates initial arrival assistance for new students, such as airport reception, emergency housing until dormitories open or other housing is located, etc.

Hospitality: This committee organizes receptions and parties held during the year for hosts and students

APPENDIX F

GUIDELINES FOR FUND RAISING IN BUSINESS AND INDUSTRY

The business community has been described as "data based bottom liners," a term your organization should keep in mind when stating its objectives and purpose. Design your fund raising to suit this target audience.

State your case:

A well-defined case for your program is a must in raising funds. This can be stated in a letter sent with a brochure. Here are the items that must be covered:

1. The purpose of the organization.
2. How the organization achieves its purpose.
3. The value of the program to the community.
4. What the financial or in-kind needs are.
5. How the reader can contribute.

Other factors to keep in mind:

1. Keep it simple.
2. Avoid negative statements.
3. Project a sense of immediacy.
4. Show that programs are within your organization's skills.
5. Present activities in terms of benefits to the community.
6. Provide personal appeal.

APPENDIX G

THE BENEFITS OF INTERNATIONAL EDUCATION AND EXCHANGE

1. Foreign students encourage the university to adopt more universal approaches to education while they broaden the education of American students.

2. Educational exchange brings people of many countries together, even when the governments of these countries may be hostile towards each other.

3. Education helps bridge the economic gap between rich and poor nations with leadership that is committed to rational and human values.

4. International students remove barriers of language and distrust as they work closely with U.S. students in their fields.

5. Foreign students are agents for social change. They return home to hold positions of trust in their own countries and serve the national interest by participating in their development.

6. Foreign students in this city and state, who have experienced American hospitality and friendship, are a basis for reciprocity to Americans abroad.

7. American hosts benefit from understanding local problems in a global context.

8. Americans understand their own problems and culture better when they see them through the eyes of foreign students.

9. Americans learn that there are various solutions to common social problems; American solutions are not always best or appropriate for all societies.

APPENDIX H

ECONOMIC IMPACT OF FOREIGN STUDENTS AND VISITORS

Though the value of international interchange cannot be measured strictly in dollars and cents, and while the corporate officer may agree with your idealistic and altruistic concepts and may support your goals, he/she is dedicated to operating the corporation at a profit to provide dividends to the stockholders. Therefore, in fund raising you must present some ideas about the economics of the situation. Your foreign student adviser should be able to assist with specific amounts for your community/state.

Direct Economic Impact:

1. Each student brings into the community approximately $___ each year to pay for tuition, books, fees, insurance, room and board.

2. Each spouse who accompanies a student produces $___ in additional money; each child, $___. This covers such items as food, clothing, medical fees, gifts sent home, etc.

3. The average foreign student who travels in the U.S. during school breaks or summer holidays visiting friends or sightseeing will spend about $___.

4. Students living off campus in rooming houses or apartments will generate rental fees of $___ yearly.

5. Students buy new and used cars, spending $1,000 - $1,500 yearly for the gas, oil, parking fees, and insurance.

6. Students buy stereos, musical instruments, sports equipment, cameras, and many other items to take home.

7. Personal service items such as phone calls, hair cuts, laundry and dry cleaning, and postage add another $200 or more per year per person to the local economy.

8. Entertainment items such as food, beverages for parties, tickets to movies, plays, sporting events, and dances produce additional revenue.

Indirect Economic Impact:

1. There is stimulation of the tourist industry through favorable reports carried back by students and visitors.

2. Upon graduation, students often return home to work for overseas branches of local industries.

3. Returning students establish contacts that offer potential new market outlets for the state's business and agricultural leaders.

4. Students perform needed services as they do research, teach or intern in business.

5. American businesses receive the latest in technical and professional skills from students who intern with them.

6. Acquired tastes for U.S.-made or locally produced consumer goods go home with the students who demand such goods in their countries, promoting overseas sales.

APPENDIX I

SUGGESTED FUND-RAISING PROJECTS

NOTE: Before undertaking any project, consult with your foreign student adviser. If another student group is planning a similar activity you may be able to pool your resources.

International Foods: Eating foods from other countries is the all-time bestseller, best-attended activity for raising money. Following are a variety of ways this might be done.

International food fair. Gaily decorated booths, which offer flavorful food cafeteria-style, tempt the public with exotic dishes from all parts of the world. Songs, dances, music, or costumes from different lands add a nice touch. This event, held in a municipal auditorium in a midwestern city, netted a community group $6,000.

International dinner party. A host couple invites 6-8 couples to dinner in their home. Students prepare menu (or advise on it). Each couple pays $25 or more to attend. Students are reimbursed for cost of food.

International potluck supper. Students and hosts both bring foods to share. A modest fee can be charged.

International night at a specialty restaurant. Sell tickets at an approved price over regular restaurant price. Students may have displays or demonstrations in connection with this.

International diner's club book. Community organization prepares a book of dinner tickets for specialty restaurants, sold to membership for profit over printing, distribution costs, etc.

International cooking class. Students' spouses teach classes on specialty food preparation. Can be offered weekly, monthly, afternoons or evenings. Offer at a price that allows a profit.

International food gala. Chefs from area restaurants prepare hot and cold canapes and hors d'oeuvres representing cuisine of various countries. This was done with each chef having a long table for his own specialty. Entertainment was included in the evening. Guests paid $10 to attend and sample foods. It was held in a large building with courtyard. Evening netted $6,000 after paying for food; chefs donated time and talent.

Soup night. A simple meal of homemade soup, breads, relishes, and desserts. This has been held just prior to Christmas in one community with desserts of American Christmas treats. A small charge is made. It is easy to do and well-attended by hosts and students. Hosts donate Christmas desserts.

Art Exhibits: Student art shows with reception and refreshments; small admission fee is charged. A campus nationality group might sponsor a traveling art exhibit from its country.

Soccer Tournament: Foreign students vs. American students, faculty vs. students, or some variation of this, will draw weekend crowds.

Sales: Gigantic Garage Sale. Hold in member's garden with items contributed by membership. Include international flea market with student castoffs. Advertise as a benefit for foreign students and use student help. Sell hot dogs and cold drinks. Save good household items for student loan closet. Check with your campus to see what they do with unclaimed lost and found items also.

International Bazaar. Sale of American and international items donated by hosts and students. You could add entertainment with songs and dances from the countries represented.

Book Sale. Used books solicited from members and friends, and sold in courtyard of shopping center is a money maker. It takes about 10,000 items (books, magazines, music) to make $3,000. This has been done successfully by moving the sale to successive shopping centers on successive Saturdays. A lot of work, but a lot of fun.

Theater Party: Buy a block of tickets at a reduced price for a stage play, concert, ballet, movie. Resell tickets at your price. Combine with a pre-theater wine and cheese or cocktail party or after-theater reception, or arrange with a dinner theater, if that is available.

Japanese Flower Show: Combine with demonstrations of flower arranging and tea ceremony. A crowd-pleaser in the spring when demonstrator can use locally-grown spring flowers and shrubs.

International Travel: Working with a travel agent, buy a block of tickets for a 21-day trip to Europe, Asia, or Africa to visit former student friends. Add $100 to each ticket to ensure income for student programs (tax deductible). A welcome party at point of destination, then travelers can go off on their own.

International Fashion Show: Choose a theme, such as wedding attire, women at work, etc., and ask international women to model. Provide an enthusiastic Master of Ceremonies with written script; combine with a luncheon, tea, dinner or annual meeting.

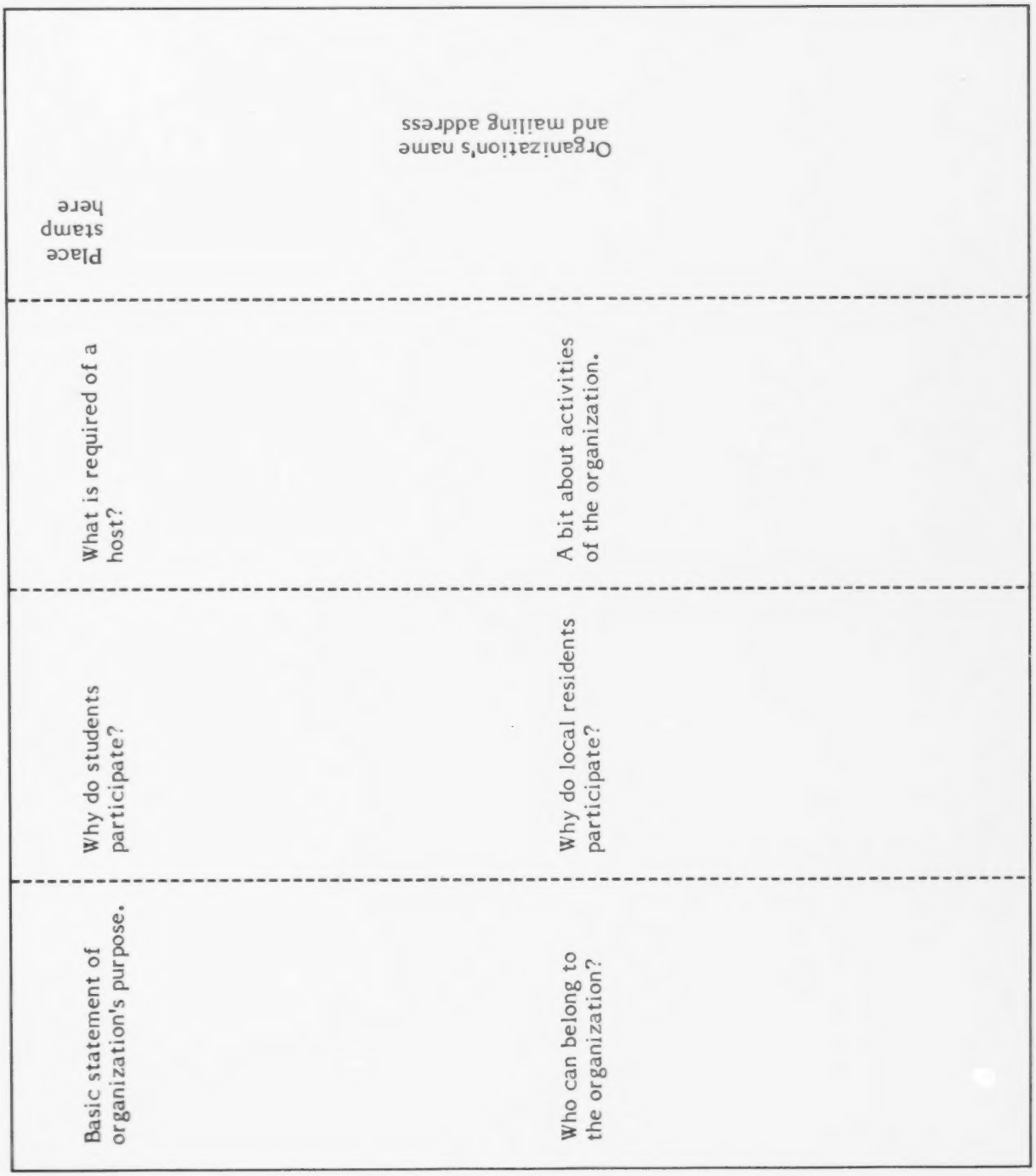
Silent Auction: Auction items are displayed with a card for written bids. Potential buyers are given a specified amount of time to circulate and write bids on items. You can use "white elephants" or seek donations from various establishments in your community.

APPENDIX J
(Front)

SAMPLE BROCHURE

BROCHURE: Suggested format, front and back. Use 8½ x 14" paper.

Fold your paper in half, then half again, along lines to see maximization of space and information provided.


Organization's name and mailing address
Place stamp here
What is required of a host?
A bit about activities of the organization.
Why do students participate?
Why do local residents participate?
Basic statement of organization's purpose.
Who can belong to the organization?
Fold 1

APPENDIX J
(Back)

FRONT OF FOLDER

This should contain your logo, name, and perhaps a statement of purpose

Organization's name
and mailing address

TO: (this allows brochure to be used for mailing purposes)

Fold 1

An appropriate quotation could go in this panel.

One organization uses the following quote from the UNESCO charter:

". . . since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

UNESCO

MEMBERSHIP REPLY CARD

This side of return mail portion contains information relative to portions of your programs that the potential volunteer may be interested in.

If you are tax-exempt you might mention here and leave room for them to mark a donation to your organization.

Space for name, address, and telephone number of respondent

APPENDIX K

SAMPLE APPLICATION FOR AMERICAN HOSTS

(Organization)

(Institution)
(City/State)

Date:_____

Name:_____ Telephone:_____

Address:_____ Zip Code_____

Occupation (Husband)_____ Daytime phone:_____

(Wife)_____ Daytime phone:_____

Names and birth years of children:_____

Civic and professional organizations of which you are a member:_____

_____

Educational institutions attended:_____

_____

Hobbies and special interests:_____

_____

Student Preference: ___ Men ___ Women ___ Couples ___ With children

Smoker___ Non-smoker___ No preference___

Languages spoken:_____

Countries interested in:_____

Countries traveled in:_____

Any restrictions regarding your participation in this program:_____

_____

How did you hear about (organization)?_____

PLEASE CHECK ALL PARTS OF OUR PROGRAM IN WHICH YOU CAN PARTICIPATE:
(here list all of the options for participation: hosting a student, serving on board, help with initial orientation of student to your location, help with refreshments, overnight accommodations (if necessary), help with mailings, host parties, transportation and sightseeing, business tours, etc.)

Our best source of new hosts is through current members. Do you know someone you think might be interested? If so, please give us his/her name, address and phone number:

PLEASE RETURN THIS FORM TO: (name and address)

APPENDIX L

SAMPLE STUDENT APPLICATION FORM

(Institution Name)
Application for (organization) Hosting Program

(Begin with opening statement regarding function of your organization and where persons should return completed form, i.e. foreign student adviser's office.) Student should understand this form is to help match them with a host and will be used for no other purpose. Students should be reminded that preferences will be accommodated insofar as possible.

1. Mr./Ms._____ Country:_____
   Local Address:_____ Date of Birth:_____
   Telephone:_____ Academic Major:_____
   Classification:_____ (Undergraduate/Graduate)
2. Is this your first time at an American university?_____
3. Approximately how long do you anticipate being at (institution)? _____
4. What interests and hobbies do you have?

   Music ___ Photography ___ Theater ___
   Camping ___ Hunting ___ Dance ___
   Politics ___ Sports (specify)_____
   Other:_____

5. Do you have restrictions on the food you eat?___ If yes, what restrictions?_____

   _____

   Religious preference?_____
6. Do you have any particular talent that you would be willing to share with your hosts or the community?

   Play an instrument ___; if yes, what type: _____
   Give talks and show slides about your country:_____
   Sing ___ Dance ___ other:_____

7. Are you especially interested in having a host who has children?_____
   ___ Yes ___ No ___Doesn't matter
8. Would you object to having a single person as your host?_____
9. Are you married? ___ Is your spouse with you? ___

   Her/his name:_____ Profession:_____
   Languages he/she speaks:_____
   Names and birth years of children:_____

10. Do you have other family members living in this city?_____

FOR OFFICE USE ONLY

Date Received:_____ Date Assigned:_____

Assigned to:_____ Phone:_____

APPENDIX M

SAMPLE GUIDELINES AND RESPONSIBILITIES FOR HOSTS
(organization)

1. (organization) is a visitation, not a home stay, program (or whatever is appropriate to your organization).

2. Students are assigned to a host for a period of one year. Although the relationship may well continue beyond that year, we hope hosts will make themselves available to another student at the end of that period.

3. If for any reason whatsoever, the student and host are not compatible, it is reasonable and possible to request a change. Do not be unhappy about the situation or simply neglect to contact the student, but call the assignments chairperson (name and phone number) and discuss your problem.

4. Hosts and students are asked to make contact at least once a month. It may be only to inquire about health and well-being, or it may be for an invitation. The thought is the important thing. Keep in contact to show your interest, and let your student know you are available.

5. (organization) has planned a fine program of activities for the year. We hope that you will take advantage of these opportunities to get acquainted with the board members and other hosts, as well as the students. Please watch for announcements in our newsletter-do not toss them away unread! (Postage is a big item in our budget and we must make it work to the maximum.) Write our dates on your calendar.

6. Religion and religious institutions constitute an important aspect of the culture of the United States about which the foreign student should have an opportunity to learn if he/she so wishes. However, the policy of the National Association for Foreign Student Affairs, as well as (organization), is that proselytizing is not acceptable. Students should know that they are welcome to attend services with you, particularly during religious holidays, but you should indicate clearly the nature of the event as well as its sponsorship.

7. We suggest that, whenever possible, you invite the student for Thanksgiving dinner as well as some activity during the Christmas season and semester breaks. These periods can be very lonely times for the student who does not have the resources to travel.

   Other suggested activities may include children's birthday parties, school activities, athletic events, concerts, lectures, local ethnic celebrations, and special holidays.

   We encourage you to make your students a part of your family's informal living, rather than treating them like guests. Let them see you in everyday living situations and let them help you in your activities and tasks, if it seems appropriate. You should make contact with your student at least once a month.

8. If your student seems to be having a difficult time adjusting, you may want to let the assignments chair of (organization) know. Financial or immigration matters must be handled by the foreign student adviser.

9. Encourage your student to explain his/her customs, country, food, etc. to you. It may be that the student will want to prepare some food for you in your kitchen.

If your organization contacts the students prior to arrival, you should consider suggesting the following:

1. If possible, the host should write to the student before he/she arrives, offering to meet the student on arrival.

2. If you do not know the arrival time and are therefore unable to meet the student, you will be notified of his/her arrival by the foreign student adviser as soon as the student checks in.

3. If you do not hear from the foreign student adviser, call the assignments chair (or appropriate person) within a few days of the institution's registration to ascertain whether or not the student is still planning to come or has arrived.

4. It is important that you be in town when the student arrives or have someone willing to substitute for you. (Usually one of the student's countrymen would be willing to do this.) The host's most important responsibility is to contact the student right away, making him/her feel welcome and helping him/her get settled.

APPENDIX N

SAMPLE STUDENT GUEST NOTIFICATION FORM
(To be given to host)

(Organization)

Ms./Mr._____

Address:_____ Telephone:_____

Date of Birth:_____ Country:_____ Field of Study:_____

Graduate:_____ Undergraduate:_____ Married:__yes __no Is spouse here?_____

Spouse's name:_____ Children (ages):_____

Special Interests:_____

Food Restrictions:_____

Religious Preference:_____

_____

1. Please contact your student as soon as possible. Students are told they will hear from their hosts in one to two weeks.

2. Be sure that the student knows your name and that you are the host with (organization).

3. When you arrange a time for a meeting, be sure the student knows when and where you will meet and what time you will be returning him/her to his/her apartment. Transportation should be provided for the first meeting or two until your student is sure of your address and how to get there, if public transportation is suitable.

4. It is helpful to be familiar with the cultural background of the student, the geography of his/her country, and a few facts about it. Check with the library to see if the State Department "Background Notes" on the specific country, as well as other references, are available. The World Almanac is also a good source of information.

5. Some students have dietary restrictions based on religious or cultural preferences. These should be listed above, or ask your student.

6. Contact your student as frequently as both of your schedules permit. Once a month is the minimum. If you will be away during the holidays or on vacation, let your student know. A lack of contact can cause a great deal of misunderstanding. If you will be away and know that your student will be in town over a holiday, contact the (organization) (telephone) so that we can give the student the opportunity to participate in a holiday dinner with another family.

7. Occasionally you may want to invite your student to bring a friend along to your home, or invite your student to prepare a traditional meal of his/her country in your home.

SAMPLE STUDENT GUEST NOTIFICATION FORM, pg. 2

8. DO NOT ASSUME RESPONSIBILITY FOR FINANCIAL, IMMIGRATION, ACADEMIC, EMPLOYMENT, HEALTH, OR SERIOUS ADJUSTMENT PROBLEMS. Report these problems promptly to the assignments chair of __(organization)__.

9. The concept of "volunteers" is a new one for many students. He/she may think you are paid for your service. Explain your position and your real interest in the student and your willingness to introduce him/her to experiences which, though ordinary to you, may be of interest to him/her (e.g. service clubs, political meetings, holidays, etc.).

APPENDIX O

SAMPLE AMERICAN HOST NOTIFICATION FORM
(To be given to the student)

(Organization)

Name of your host: _____

Address: _____

Telephone: _____ Profession: _____

Names and ages of any children living at home:

_____ _____

_____ _____

The following suggestions should be helpful in making your relationship a mutually satisfying experience.

WHAT TO EXPECT:

You will probably meet your host within the next week or two. Your host may have difficulty reaching you at home on the phone and may write asking you to call him or her. Please do not hesitate to call so that you can arrange a time and place to meet.

As you know, most Americans carefully observe the time that is set to meet. Please try to be on time and be sure to call if you must change the time or cancel the appointment.

You will be invited to join in activities when you have the time. On the average, a student will meet with the host about once per month.

SOME SUGGESTIONS:

Notify your host, as well as your foreign student adviser, if you change your address or telephone. If you have not heard from your host for more than two months, please notify (person assigned to handle these problems and telephone number).

Occasionally you may wish to invite your host to attend a university function. Or you may want to prepare one of your national food dishes for him or her and friends of the family. Do not hesitate to extend an invitation.

You will probably be invited to participate in special holiday activities with your host. Feel free to ask about the particular celebration, why and how it is observed, and other questions you might have.

You will receive the (organization) newsletter that lists upcoming activities for all members of the organization, including students and hosts. You are welcome to attend all activities even though your host may not be able to participate each time.

We know that you will enjoy your experience with (organization) while you are in (city) and we thank you for taking the time to share with us.

APPENDIX P

NAFSA COMMUNITY SECTION (COMSEC) RESOURCE LIBRARY

The COMSEC Resource Library is a collection of three notebooks with samples of materials collected from many community organizations around the country. You can borrow these notebooks, peruse the materials, make copies of relevant forms, etc. All we ask is that they be returned in a timely fashion so that others can use them. Write or call NAFSA: 1860 19th Street, N.W., Washington, D.C. 20009 (202-462-4811).

Notebook I: Host Family Programs

A. Organizational Structure
   1. Constitutions, Bylaws, Organizational Charts, Meetings
   2. Offices, Committees
   3. Administrative Forms
   4. Evaluations/Follow-up

B. Publicity/Recruitment
   1. Techniques
   2. Promotional/Informational Materials
   3. Brochures
   4. Newsletters
   5. Mass Media

C. Finances

D. Orientation for Hosts
   1. Handbooks/Handouts
   2. Cultural Materials
   3. Workshops/Activities

E. Orientation for Students

F. Volunteers

G. General Guidelines

Notebook II: Comprehensive Programs

A. Organizational Structure
   1. Constitutions, Bylaws, Organizational Charts
   2. Offices, Committees
   3. Administrative Forms
   4. Evaluation, Annual Reports

B. Publicity, Recruitment
   1. Techniques
   2. Promotional/Informational Materials
   3. Brochures
   4. Newsletters
   5. Mass Media

C. Finances
   1. Budgets, Tax Considerations
   2. Fund Raising

D. Orientation for Hosts

E. Orientation for Students

F. Volunteers

G. Cooperative Efforts with Related Organizations

Notebook III: Programs and Services

A. Pre-arrival
B. Initial Welcome
C. Orientation
D. Housing Assistance
E. Handbooks
F. Host Family (see Notebook I)
G. Women's/Children's Programs
H. English Assistance
I. Lending Centers
J. Speakers Bureaus
K. International Events
L. Tours
M. Homestays
N. International Centers
O. Vacation Programs
P. Language Camps, Language Banks
Q. Academic Programs
R. Precollegiate Programs
S. Other Bibliographies

NOTE TO READERS OF THIS PUBLICATION:

We would appreciate any suggestions or comments concerning this publication. We hope these materials will be helpful to your community organization.

Please address your comments to:

COMSEC NATIONAL TEAM
National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D.C. 20009